

CDE, High School Leadership Division

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High School!

A Monthly Newsletter for California Educational Leaders

Preparing the Ground

SUPPORTING AND SUSTAINING CHANGE IN HIGH SCHOOLS

American high schools have been engaged in substantive change efforts over the last 50 years...if not longer. In the last ten years, these efforts moved beyond rhetoric and into action with the passage of legislation supporting high standards for all students. As seen with recent national policy developments, educational assessment programs and corresponding accountability mechanisms are not a passing fad.



No matter where a high school site or district is working currently in the process of change, it is always important to step back and to check where progress has been made and where the work needs to move. The following questions, taken from a longer presentation on the change process, are helpful for a mid-year review of progress at the site level.

Surveying the Land

- Do teachers, parents, school leaders, students and community members agree on what is truly important at the high school level?
- Where has the district, site and booster groups placed their dollars, personnel and time? Where people, money and time are...that is where the heart lies also.
- Has the district and site taken into account the amount of time needed to teach and learn in a standards-based system? The shift to standards is a fundamental change for most teachers and requires training, coaching and improved communications within the entire K-12 system.
- Do the selected power standards reflect the school and district's priorities? It is not enough to just select standards...they need to be usable, useful and clearly understood by everyone. The connections between these standards and the instructional priorities need to be clear and direct.
- Are these standards connected to the real world and support a student's transition to postsecondary experiences?

Weather Forecasting

- Has the site and district met with foundation schools and postsecondary institutions?
- Have strong connections been made with these other institutions?
- Has solid data been collected on incoming students and been used for planning?
- Have all core subjects developed common assessments, analyzed the results and used what has been learned?
- Has the high school developed a postsecondary data system to collect information from recent graduates?

Preparing the Ground (cont.)

Tools and Resources

- Has the district and site looked to outside sources for staff development and training?
- Have coaches and trainers at the site level and district been trained and cultivated?
- Has professional development been matched with site needs? Is the training part of a long-term plan that reflects district and site priorities?

Hinders, Hampers, Stumps and Stones

- Has more time been allocated than needed? Has the cost been accurately calculated for the change process?
- Has site and district leadership met with employee groups before beginning the change process?
- Has the Academic Freedom argument been discussed with teachers? Remember that independent contractors finish last in a learning community.
- Has the school shifted from an extra-curricular to a co-curricular emphasis and does the staff know the difference?
- Are the school schedule, calendar and curriculum built around the new academic mission and the needs of students?

Building Sight Lines

- Do people know their roles in the process of change? Has leadership been cultivated among all stakeholders?
- Are the goals for change clear, visible and realistic?
- Have mile markers been developed along the way? How will you know when you are there? If you add something, remember to take something away.
- Has a system of rewards and incentives been developed?
- Is the reform work centered on the classroom?
- Have ongoing information systems been developed? Are outside groups in this information loop?

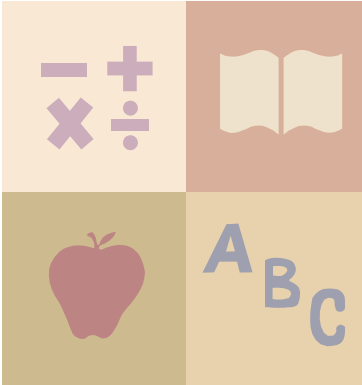
These questions could point the way for work to be done in the spring or to celebrate the work that has already been accomplished. For more information on the change process in California high schools, please reference *Aiming High; High Schools for the 21st Century* from CDE Press < www.cde.ca.gov/cdepress/ >

By Michael L. McCoy Ph.D., High School Improvement Unit, mmccoy@cde.ca.gov

Grant Opportunity

The U.S. Department of Education anticipates the Smaller Learning Communities program grant application for the Fiscal Year 2002 will be released mid-February 2003. Last year's application and additional information is available < www.ed.gov/offices/OESE/SLCP/ >. Due to California's budget crisis, schools contemplating whole school reform are strongly encouraged to consider this grant. As of now, only high schools with student enrollment over 1,000 are eligible to apply.

Algebra Graduation Requirement Looms



Beginning with the graduating class of 2003-04, students will have to work harder than prior graduating classes to receive a diploma. This will be the first class required to complete an Algebra I course in order to graduate. It may seem like an insignificant endeavor for students who are currently taking college preparatory courses. But for the students who have continuously struggled with academics, especially mathematics, they will find this to be a challenge. Not only will this be a monumental task for the students, but for teachers and parents as well.

With the new algebra graduation requirement, we may see quite a few seniors taking summer school classes and receiving their diplomas toward the end of summer. The graduation requirement for mathematics can be found at the California Department of Education's High School Graduation Requirements Web site < www.cde.ca.gov/shsd/hsgr/algebra.htm >

The minimum graduation requirement for mathematics beginning with the graduating class of 2003-04 states that a student must complete the following:

1. At least two courses of mathematics in grades nine through twelve
2. A course with the content equivalent to that of Algebra I

However, if Algebra I is completed in grades seven or eight, the student has satisfied requirement #2 and only needs to complete one additional mathematics course to fulfill the mathematics graduation requirement. If a student completes two courses meeting or exceeding Algebra I (i.e., Algebra I and Geometry) in grades seven and eight, then the minimum graduation requirement for mathematics has been met. Districts can exceed this minimum requirement with additional course work in mathematics.

With the California mathematics content standards implemented in K-12, and a strong emphasis on teacher professional development, we will likely see all students more mathematically astute, and algebra will no longer be the gatekeeper to academic and career opportunities.

By Yvonne Evans, Mathematics and Science Leadership Unit, yevans@cde.ca.gov

CAHSEE Update

Promoting Student Success: CAHSEE Remediation Guide for Districts/Schools was distributed to district testing coordinators in districts with grades seven through twelve and in county offices of education during the month of December 2002. This guide will be available on the California High School Exit Exam (CAHSEE) Web site < www.cde.ca.gov/statetests/ > in January 2003.

The remediation guide was developed to assist school staff responsible for providing supplemental instruction to students who are at risk of not passing or have not passed both portions of the CAHSEE. It includes a suggested process for developing a systematic approach to

CAHSEE Update (cont.)

long-term change and is designed as a training model for districts to use with site leadership teams. It also contains the following:

- Recent CAHSEE facts, approved CAHSEE testing dates, and legal requirements for remediation
- Accommodations and modifications matrix for all statewide testing, adopted by the State Board of Education in November 2002
- A sample site action plan and strategies for addressing three levels of remediation
- Updated CAHSEE overview presentation masters.

A CAHSEE study guide for students and their parents or guardians is being developed at this time. Copies of the study guide will be sent to district offices in late spring 2003 for distribution to all tenth graders who do not pass one or both parts of the exam. This study guide will provide information for the preparation of students to take the CAHSEE, including study and test-taking tips. It will also have a variety of released CAHSEE items to help students and parents understand the knowledge and skills necessary to demonstrate achievement of the academic content standards assessed on the exam.

For more information, contact the Standards and Assessment Division of the California Department of Education at 916.445.9449, cahsee@cde.ca.gov, or < www.cde.ca.gov/statetests/ >.

Highlight Site: CART

The Center for Advanced Research and Technology (CART) is a joint venture between two school districts, Clovis Unified and Fresno Unified. This special high school first opened the doors in fall of 2000. The school, located in Clovis, California has juniors and seniors from 11 different high schools in the area. This unique school provides students with cutting edge technology, curriculum and learning programs. In addition, students are afforded the opportunity to meet and work closely with students from many different social and ethnic backgrounds, making their educational experience truly diverse. While CART is a charter school, it is also an important part of each area high school's offerings.



CART is made up of 13 different integrated labs. Each lab meets for three hours per day in the morning or the afternoon. When not attending CART, students are taking classes at their home school. Every lab offers University of California approved courses in English, science, math or social studies, and the content elective course related to the lab (for example bio-medicine). In addition students receive a course in technology application. Instruction at CART revolves around integrated student projects. This interdisciplinary approach enables students to see the connections between their courses and use what they have learned to solve problems in a holistic manner. Students are assessed using standards and tools that are similar to those used by businesses.

Highlight Site: CART (cont.)

There are 13 career-focused labs at CART. Students choose one lab based on its emphasis. All projects are completed by teams of students and relate to their selected area of interest. The CART labs are:

- A+ Certification
- Bioengineering
- Biomedicine
- Cisco Systems
- Economics and Finance
- Environmental Sciences
- Forensic Research
- Law and Public Policy
- Marketing and Advertising
- Multimedia
- Oracle
- Product Development
- Telecommunications

Community involvement is one of the basic principles of CART. Each lab has extensive involvement with the business community. The involvement may be in the form of one or all of the following: speakers, job shadow opportunities, mentors, and internships. Community advisors serve each lab and provide assistance with curriculum development and real world projects. This connection allows students to practice their ideas and complete their projects with the assistance of professionals in the field.

For information about CART, contact Stephen Ward, Principal, sward@cart.org or visit < www.CART.org/ >.

National School Counseling Week

National School Counseling Week, celebrated February 3-7, 2003, is sponsored by the American School Counselor Association (ASCA). National School Counseling Week focuses public attention on the unique contribution of professional school counselors in our schools. It also highlights the tremendous impact that counselors can have in helping students achieve school success and plan for a career.

The special week honoring school counselors provides recognition for school counselors who implement comprehensive school counseling programs, a vital part of the educational process for all students as they meet the challenges of the 21st century. More than 14,000 school counselors nationwide will be participating in the week's festivities. We encourage California's school counselors to host special events and activities to call attention to the myriad benefits of a comprehensive school counseling program.

The California Department of Education supports school counselors' efforts to help students focus on academic, career, and personal/social development so they not only achieve success in school but also are prepared to lead fulfilling lives as responsible members of society. More information on National School Counselor Week can be found on ASCA's Web site at < www.schoolcounselor.org >.

By Paul Meyers, Counseling and Student Support Office, pmeyers@cde.ca.gov

Communities and Schools for Career Success



Communities and Schools for Career Success (CS2) is a systemic reform effort currently being undertaken by the California Department of Education (CDE). CDE has collaborated this effort with the Center for Youth Development and Education at the Corporation for Business, Work and Learning in Massachusetts.

CS2 is a team approach to educational reform led by change agents known as “school-community entrepreneurs” who are responsible for bringing together community stakeholders in order to enhance students’ educational and career opportunities.

CDE’s partnership with CS2 allows us to offer middle and high school students meaningful, applied, project-based learning

linked to workplace settings and problem-solving. Students with these experiences and skills will be better prepared to enter the workplace of the 21st century and sustain themselves in California’s global, yet regionally-based economy. The CS2 model is consistent with research on effective practices and the California’s high standards and integrated curriculum efforts.

Since 1999 CS2 has been implemented in the Petaluma Unified School District, Sacramento Unified School District and Yolo County Office of Education. San Diego Unified School District has been added this year. The statewide capacity-building organization responsible for coordinating the efforts of the entrepreneurs is New Ways to Work.

Reform in all CS2 communities targets six main areas:

1. Professional development
2. Career development at the middle school level
3. Reform of mathematics and science education
4. School-to-work options for at-risk and out-of-school youth
5. Technology as a tool and a medium for learning
6. Community learning

In all CS2 communities, coalitions are working together to establish education, career and social systems to support young people as they work toward their educational and career goals.

For more information, contact Camille Smith, High School Improvement Unit, csmith@cde.ca.gov; 916.323.4437

SAT and ACT Test Preparation

FREE ONLINE SAT AND ACT TEST PREPARATION

All students in California can now get free online preparation for tests like the SAT and ACT on a University of California-sponsored Web site. Interactive online test preparation courses are being made available free of charge at the California Virtual High School Web site < www.vhs.ucsc.edu/ >. The courses feature user-friendly tutorials, practice sessions that dynamically adapt to each student's ability and a vocabulary builder with more than 2,000 words. Students may also select a parent or teacher as a coach to mentor them during the test preparation process.



"This is the latest effort to level the playing field for students," said Francisco J. Hernandez, executive director of the University of California's College Preparatory Initiative and vice chancellor for student affairs at the University of California Santa Cruz. "The University of California doesn't want financial limitations to put students at a disadvantage, so we are making these courses available to all students. These materials use a series of tutorials, practice sessions and vocabulary drills to help students reinforce the academic skills tested by the SAT and ACT."

In addition to user-friendly tutorials for all seven subject areas covered on the SAT and all six subjects covered on the ACT tests, highlights of the courses include the following:

- Response on multiple-choice questions that offers hints and suggestions for incorrect answers and explanations for correct answers
- Vocabulary unit that stores words on an electronic flash card for subsequent review, and a "word of the day" feature that supplements the vocabulary builder
- Link to a question of the day related to each test, drawn from a pool of more than 1,200 questions
- Tips on time management and guessing strategies
- Timed test sample that helps identify strengths and weaknesses and suggests directions for study
- Access to an expanded question database of more than 1,200 questions for each of the subject areas on the SAT and ACT
- A mentor-based coaching system that encourages students to designate a parent or teacher as a coach to monitor their progress
- Reporting features that allow coaches to view real-time student performance statistics in each content category
- Optional e-mail reminders offering tips, words of the day and progress reports with a direct link to the student's individualized test preparation home page

Source: University of California News Wire < www.ucnewswire.org/ >

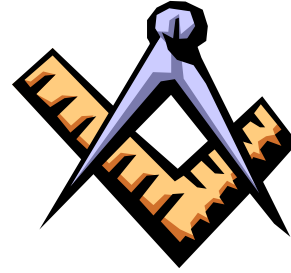
2003 Presidential Awards

2003 PRESIDENTIAL AWARDS FOR EXCELLENCE IN MATHEMATICS AND SCIENCE TEACHING

The Presidential Awards for Excellence in Mathematics and Science Teaching is the nation's highest honor for mathematics and science teachers in grades kindergarten through twelve. It is open to public and private school teachers with a minimum of five years experience. Since 1983 more than 3,000 teachers have been selected as Presidential awardees, who represent a premier group of science and mathematics teacher leaders and bring national and state standards to life in their classrooms.

Awards include:

- A Presidential citation for outstanding teaching of science and mathematics
- Local, state, and national recognition
- Assumption of a national leadership role
- \$10,000 cash award from the National Science Foundation (\$2,500 more than last year, now paid directly to the teacher)
- An expense-paid trip for awardee and guest to Washington, D.C. (Award ceremony, meetings with leaders in education and government, receptions, and banquets to honor recipients)



Principals, teachers, students, and other members of the public may nominate an outstanding teacher for the award. Self-nominations are no longer accepted.

Nomination and application forms are available on the state and national PAEMST Web sites < www.cde.ca.gov/ope/awards/paemst/ > or < www.nsf.gov/pa/ >.

The application deadline is **May 1, 2003**.

Send completed forms to the appropriate state coordinator listed below:

Secondary Mathematics

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2100 Nelson Road
Scotts Valley, CA 95066
E-mail: sgilliam@slvhs.slv.k12.ca.us
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High School!



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You are at:
< www.cde.ca.gov/shsd/newsletter/ >

Conference Calendar

February 14-16, 2003 California Association of Teachers of English
44th Annual CATE Convention
Convention Center, Palm Springs, California
650.367.0427
< www.cateweb.org/ >

February 23-25, 2003
California Career Pathways Consortia
9th Annual Tech Prep/School-to-Career Conference
Disneyland Hotel and Conference Center, Anaheim, California
559.241.6530
< www.statecenter.com/ >

More from CDE's Conference Calendar:
< www.cde.ca.gov/calendar/ >

W o r t h a C l i c k

Twelve new learning resources have been added to the Federal Resources for Educational Excellence < www.ed.gov/free/ >. It includes other learning resources from more than 40 federal organizations.

The National Association of Secondary Principals offers tools for high school improvement < www.principals.org/ >. Two tools of interest are *Breaking Ranks: Changing an American Institution* and a newly released document, *The Lost Opportunity of Senior Year: Finding a Better Way*.

School Redesign Network, Stanford University School of Education < www.schoolredesign.net/ >. Learning collaborative that helps school leaders to develop a broader knowledge base about school design.

A public agenda survey of parents and public high school teachers can be found at < www.publicagenda.org/aboutpa/pdf/small_high_schools.pdf >. It focuses on small vs. large high schools issues.

G o t e - m a i l ?

Join the CDE HIGH SCHOOL! list serve at < www.cde.ca.gov/shsd/newsletter/ > to receive reminder messages about upcoming issues and Web posting dates.

If you have comments, contributions, or questions for *High School!* please contact Kelly Goughnour at kgoughno@cde.ca.gov. Your ideas and suggestions are welcome.